

## The Relationship Between Workplace Friendship and Job Satisfaction in Educational Organizations\*

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### Abstract

The study, which aimed to reveal the relationship between secondary school teachers' workplace friendship perceptions and their job satisfaction, was conducted with 269 volunteer teachers. In accordance with this purpose, Workplace Friendship Scale and Minnesota Job Satisfaction Scale were used in the study. In this study, which was designed in the relational screening model, descriptive and inferential statistical techniques were used. As a result of the study, it was found that secondary school teachers' friendship opportunity and internal job satisfaction perception levels were high. It was revealed that the teachers' friendship perceptions differed significantly according to marital status and gender, and their job satisfaction levels differed significantly according to age, marital status and professional seniority. It was also revealed that there were moderate level and positive relationships between the teachers' job satisfaction and workplace friendship perceptions. It was determined that the teachers' friendship opportunity perceptions predicted their job satisfaction significantly and positively.

**Keywords:** Workplace, Friendship, Satisfaction, Teacher

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## INTRODUCTION

Long hours spent in the workplace, intensive working programs, perceiving how important working with group is for the activities and benefits of the organization and therefore supporting it lead to taking friendship relations in organizations into consideration. Various levels of friendship can be established within the workplace. There are friendships in the organization such as subordinates with superiors, or vice versa, or colleagues with each other. These can have different impacts on not only individuals' career, performance and motivation but also organizational climate and organizational performance (Günlü, Dönmez, Miral and Ömüriş, 2010). The concept of workplace friendship was first examined in-depth by Sias and Cahill in their study in 1998 (Çalışkan, 2011). Berman, West and Richter (2002) expressed that workplace friendship exhibited itself as mutual trust, fancy, commitment, shared interests and values by identifying it as non-private, voluntary workplace relationships. Kram and Isabella (1985) stated that the relationships and friendships with peer employees in the workplace created an emotional support mechanism for employees and that they replaced traditional supervision and mentorship roles. Indeed, these researchers underlined the necessity of examining the antecedents that enabled the development of workplace friendships and these close relationships due to such reasons as being internal rewards for employees, reducing and balancing the stress related to work, increasing job satisfaction and decreasing turnover ratio. In the researches conducted on close friendship, it was found that friendship emerged from existing official relationships and spaces and that these relationships emerged in organizational environments (Song, 2005). Generally, workplace friendship can be embraced in two dimensions as friendship opportunity and friendship prevalence. Hackman and Lawler (1971) developed the "friendship opportunity" dimension to reveal the extent to which the work of employees allowed them to talk to each other for informal relationships and to examine the effectiveness of friendship at work. Besides, Nielsen, Jex and Adams (2000) developed the "friendship prevalence" dimension in order to determine the existence of workplace friendship within the organization. The teaching profession cannot be performed in such an environment that is closed to interaction and where there is no cooperation and communication. It is a profession which centers the human, in which the teaching activities are planned in the most appropriate way and success can only be achieved by establishing the organizational climate, organizational culture, solidarity, mutual respect and understanding at work. All these components will blend with the shared values and problems of teachers, and open communication channels, which will enable a voluntary friendship environment among teachers. In the study by Evans (2001) on teachers and academic staff, it has been revealed that interpersonal relationships in the school environment are much more prominent among the teachers than the relationships among the academic staff.

When job satisfaction is mentioned, what comes to mind is the employee's material earning from work, his/her colleagues (s)he is happy to work with and his/her pleasure from the work (s)he finally produces. The pride of the employee as a result of his/her palpable and visible work that (s)he has created utilizing his/her labor can be a great source of satisfaction for that employee (Eren, 2014). In general, the factors influencing job satisfaction can be given as the quality of work, payment, the possibility of promotion, praise, working conditions, supervision, organization and management of the people working with, the climate of the organization and the personality of the employee (Başaran, 2008). In addition to this, there are also such individual factors such as age, gender, seniority and educational status. The fact that human beings have different personality traits and therefore, they have different expectations and desires can lead job satisfaction to vary from person to person (Aydın, 2006). The performance of the teachers plays an important role in achieving the goals of the school (Günbayı and Tokel, 2012: 77). It is possible for teachers to fulfill their professional responsibilities with the satisfaction they get from their professions (Bektaş, 2003) because the increase in the efficiency of education depends highly on the satisfaction of the teachers in their professions. The fact that job satisfaction of teachers is low prevents the quality of service and that their job satisfaction is high contributes to bringing up their students not only academically but also socially and personally (Mumcu, 2014: 30-31). However, the fact that teachers are dissatisfied from their jobs affects the educational environment, their students and colleagues negatively, which can significantly decrease the quality of education (Öztürk and Deniz, 2008). The satisfaction that teachers get from their friendships within their schools also influences their harmony with their schools and naturally their

work performance. The fact that school administrators carry out activities that increase solidarity and socialization, organize activities centering human relations, act fairly and establish a positive communication with teachers can enable the development of workplace friendship (Alparslan, Çiçek and Soydemir, 2015: 189). When the organizational outputs of workplace friendship are examined, in particular, it can be said to influence employee performance, job stress, employee attitude, critical and creative thinking, employee job satisfaction, commitment and turnover rate positively (Amjad, Sabri, Ilyas and Hameed, 2015). Besides, involving the other teachers within their groups in a variety of ways can also promote educational change at school (Lima, 2001: 98). The true nature of the relationships among teachers affects how teachers perform their professions. For this reason, positive relationships in this regard may lead to a healthy school atmosphere and thus, enable job satisfaction. This is why, it is important to determine the friendship level of employees and how this affects their job satisfaction in such a profession as teaching, which is in the foreground of society and which has to exhibit role model behaviors to people. Therefore, in this study, which aimed to reveal the relationship between secondary school teachers' workplace friendship and their job satisfaction, the answers were sought for the following questions:

1. What are the secondary school teachers' workplace friendship perception levels?
2. Do the secondary school teachers' workplace friendship perception levels differ according to demographic variables?
3. What are the secondary school teachers' job satisfaction perception levels?
4. Do the secondary school teachers' job satisfaction perception levels differ according to demographic variables?
5. Do the secondary school teachers' workplace friendship perceptions predict their job satisfaction perception levels?

## METHOD

In this section, research model, population and sample, data collection tools and data collection process are given.

### Research Model

This research was designed in relational screening model. Relational screening models are the research models that aim to determine the presence and/or degree of covariance between two and more variables. In such an arrangement, the variables to be examined for the correlation between them are symbolized separately. However, this symbolization (giving values, measuring) has to be done in such a way that enables a correlational analysis (Karasar, 2009: 81). Therefore, the relationship between secondary school teachers' workplace friendship and job satisfaction perception levels, and the situation according to various variables were aimed to be described with the scales applied.

### Population and Sample

The target population of the research was composed of 1097 teachers working in 17 public secondary schools in Efeler/Central District of Aydın Province. As it was not possible to access to the entire target population, the research was conducted with 269 voluntary teachers selected by random sampling method. It was revealed that of the teachers who participated in the research; 45.4% were male (n: 122), 56.6% were female (n: 147); 14.5% were 35 years old and below (n: 39), 21.6% were between 36-40 years old (n: 58), 23% were between 41-45 years old (n: 62), 18.6% were between 46-50 years old (n: 50), 22.3% were 51 years old and above (n: 60); 56.9% were in verbal branches (n: 153), 30.5% were in numeric branches (n: 82) and 12.6% were in skills branches (n: 34); 14.1% had 10 years of seniority and below (n: 38), 36.8% had 11-20 years of seniority (n: 99), 34.6% had 21-30

years of seniority (n: 93), 14.5% had 31 years of seniority and above (n: 39); 93.7% had undergraduate education (n: 252) and 6.3% had postgraduate education (n: 17); 39% had a seniority at the same school for 5 years and below (n: 105), 34.9% had a seniority at the same school between 6-10 years (n: 94), 13.4% had a seniority at the same school between 11-15 years (n: 36), 12.6% had a seniority at the same school for 16 years and above (n: 34); 18.6% were single (n: 50) and 81.4% were married (n: 219).

### Data Collection Tools

In order to collect data in the research, Workplace Friendship Scale and Minnesota Job Satisfaction Scale were used. The information about the scales used is explained below.

*Workplace Friendship Scale (WFS):* The scale was developed by Neilsen, Jex and Adams (2000) so as to measure workplace friendship perceptions of employees. It is a 5-point Likert type [I Totally Disagree (1) – I Totally Agree (5)] scale which has two dimensions, with 6 items each. The 12<sup>th</sup> item in the scale is reverse coded. When the scale score goes up, it shows that workplace friendship is high and when it goes down, it shows that workplace friendship is low (Lin, 2010). While “friendship opportunity” dimension of the scale involves statements for determining whether workplace friendship is supported by the organization or not, “friendship prevalence” dimension involves statements for determining the presence of workplace friendship in the organization. In the study conducted by Kiral (2016a) on teachers, it was found that the scale preserved its two-dimensional structure. However, as a result of exploratory factor analysis, it was revealed that friendship opportunity (item 1, item 2, item 3, item 4, item 5, item 6) and friendship prevalence [(item 7, item 8, item 9, item 10, item 11, item 12 (reverse coded)) subscales were decreased to five items each (item 5 and item 10 were erased), the ratio of the total variance explained was 27.4% and 27.2%, respectively rather than 54.6%, the factor load values of the scales ranged from .53 to .78, and the eigenvalues were 2.74 and 2.72, respectively. As a result of confirmatory factor analysis, the fit indexes of the 10-item, 2-factor structure were found as ( $\chi^2 = 61.57$ ,  $sd = .34$ ,  $SRMR = .051$ ,  $CFI = .98$ ,  $NFI = .95$ ,  $NNFI = .97$ ,  $GFI = .93$  and  $RMSEA = .068$ ). The internal consistency coefficient of the overall friendship scale was found .84, and friendship opportunity and friendship prevalence dimensions were .76 and .78, respectively. It was found that item discrimination level was appropriate for each item. In this study, the 34-degree of freedom value of the 10-item Workplace Friendship Scale in the study group of 269 people was found 73.57. The Chi-square goodness of fit, which is the ratio of Chi-square value to the degree of freedom ( $73.57/34$ ), was found 2.16. Furthermore, the other goodness of fit indexes were found to be appropriate ( $RMSEA = .066$ ;  $GFI = .95$ ;  $CFI = .98$ ;  $NFI = .97$ ,  $NNFI = .98$  and  $SRMR = .042$ ). Within the context of this research, the Cronbach’s Alpha values of the scale were .83 for friendship opportunity dimension, .78 for friendship prevalence dimension, and .86 for the overall scale.

*Minnesota Job Satisfaction Scale (MJSS):* The scale was developed by Weiss, Dawis, England and Lofquist (1967) in order to measure the job satisfaction of employees. It is a 5-point Likert type [I am Totally Dissatisfied (1) – I am Totally Satisfied (5)] scale with 12 items in internal satisfaction dimension and 8 items in external satisfaction dimension. The score range of job satisfaction scale is [1.0– 1.79: I am totally dissatisfied, 1.80-2.59: I am dissatisfied, 2.60-3.39 I am Neutral, 3.40-4.19: I am satisfied, and 4.20-5.00: I am totally satisfied]. The researchers based the validity of the scale on the validity of the long form of the scale, and on the “Theory of Adaptation to Work”, which examines the relationship between satisfaction and the people obtaining satisfaction, with the study of the short form of the scale on vocational groups (doormen and technicians, fitters, machinists, clerks, electric fitters, sellers and engineers). Moreover, in the study on the groups mentioned above, Hoyt examined the reliability coefficient and found that internal reliability for groups varied between .84-.91, external reliability varied between .77-.82, and overall reliability of the scale varied between .87-.92. The researchers also found that the mean reliability coefficient of the groups was .86 for internal, .80 for external, and .90 for the overall scale. The scale was used by many researchers (Martins and Proença, 2012; Baycan, 1985) in different countries. In their study, Martins and Proença (2012) revealed that the Cronbach’s Alpha reliability coefficient was .87 for internal, .77 for external and .88 for the overall scale.

The scale was adapted to Turkish language by Baycan (1985) but the validity and reliability of the scale was not conducted in the study. However, it was revealed that the scale was used in many studies conducted in Turkey (Tezcan, 2010; Yılmaz, 2014; Diri and Kırıl, 2016; Ölçüm, 2015; Polatkan and Kırıl, 2017, etc.). In the confirmatory factor analysis study conducted by Polatkan and Kırıl (2017), the Chi-square goodness of fit, which is the ratio of Chi-square value to the degree of freedom (378.06/166), was found 2.27. besides, it was found that other fit indexes (RMSEA: .068; CFI: .91; SRMR: .070) were appropriate. The values obtained were found to meet the values given for the goodness of fit indexes. Indeed, the fact that these values are in the range of  $X^2/df < 3$  show perfect fit, and that these values are in the range of  $.90 \leq CFI \leq 1$  and  $.05 \leq SRMR \leq .08$ ;  $.05 < RMSEA \leq .08$  shows good fit (Kline, 2011). The Cronbach's Alpha coefficients of the scale were found .73 for internal satisfaction; .67 for external satisfaction; and .79 for the overall satisfaction by the researcher. The scale has been used in many different studies about education and thus, is a valid scale. For this reason, the reliability of the scale was examined in this research and it was determined that Cronbach's Alpha value was .80 for internal satisfaction; .78 for external satisfaction; and .87 for the overall satisfaction.

### Data Analysis

The teachers' workplace friendship perceptions and their job satisfaction levels were determined with mean scores and standard deviation; whether the teachers' workplace friendship perceptions showed significant differences according to independent variables were determined with parametric difference tests (t-test and ANOVA) in cases when the data met normality conditions, and with non-parametric difference test (Mann-Whitney U) in cases when the data did not meet normality conditions; and in order to determine which groups the difference revealed in ANOVA test stemmed from, Scheffe test, which is one of the calculation tests, was used. Pearson Product Moment Correlation Coefficient was used to determine whether there was a significant relationship between the teachers' workplace friendship perceptions and their job satisfaction levels. The effect of friendship perception on job satisfaction was tested with multiple regression analysis.

Prior to data analysis, normality tests were performed and whether the data of the research met normality conditions was determined by central tendency measures (mean, median) as well as skewness and kurtosis coefficients. The results of the analysis are given in Table 1.

**Table 1. The findings regarding the normality tests of research data**

Dimensions	N	Mean	Median	Skewness		Kurtosis	
				Stat.	Std. Er.	Stat.	Std. Er.
Friendship Opportunity	269	3.86	4.00	-.549	.149	.416	.296
Friendship Prevalence	269	3.36	3.40	-.225	.149	-.475	.296
Overall Friendship	269	3.63	3.60	-.263	.149	-.149	.296
Internal Satisfaction	269	3.96	4.00	-.291	.149	.237	.296
External Satisfaction	269	3.34	3.38	-.410	.149	-.084	.296
Overall Satisfaction	269	3.71	3.75	-.299	.149	.024	.296

When Table 1 was analyzed, it was found that central tendency measures were close to each other and skewness and kurtosis coefficients were between +1 and -1, which meant that the data was normally distributed (Can, 2014). However, in cases when normality conditions were not regarded appropriate due to the number of data ( $n < 30$ ), non-parametric tests were performed (Can, 2014).

## FINDINGS

The findings obtained from the research in accordance with the purpose of the research are given below as; the findings regarding the teachers' workplace friendship perception levels, the findings regarding whether the teachers' workplace friendship perception levels differ according to demographic variables, the findings regarding the teachers' job satisfaction levels, the findings regarding whether the teachers' job satisfaction perception levels differ according to demographic

variables, and the findings regarding the relationship between workplace friendship perception and job satisfaction levels.

***The Findings Regarding the Teachers' Workplace Friendship Perception Levels***

The findings regarding secondary school teachers' workplace friendship perception levels are given in Table 2.

**Table 2. The findings regarding secondary school teachers' workplace friendship perception levels**

Dimensions	$\bar{x}$	sd
Friendship Opportunity	3.89	.659
Friendship Prevalence	3.36	.511
Overall Friendship	3.63	.508

When Table 2 was examined, it could be seen that the teachers had friendship opportunity perception at most ( $\bar{x}$ =3.89), which was followed by overall friendship perception ( $\bar{x}$  = 3.63) and friendship prevalence perception ( $\bar{x}$  =3.36), respectively.

***The Findings Regarding Whether the Teachers' Workplace Friendship Perception Levels Differ According to Demographic Variables***

Whether secondary school teachers' workplace friendship perception levels differed according to their gender and marital status was analyzed by Independent Samples t-test. The results of the analysis performed are given in Table 3.

**Table 3. The findings of Independent Samples t-test regarding whether secondary school teachers' workplace friendship perception levels differed according to their gender and marital status**

Dimension	Variable	n	$\bar{x}$	sd	df	t	p	
Friendship Opportunity	Gender	Male	122	3.80	.656	267	2.215	.028*
		Female	147	3.97	.653			
Friendship Prevalence	Gender	Male	122	3.32	.494		1.383	.168
		Female	147	3.40	.522			
Friendship Opportunity	Marital Status	Married	219	3.84	.660	267	2.273	.006*
		Single	50	4.12	.606			
Friendship Prevalence	Marital Status	Married	219	3.36	.500		.436	.663
		Single	50	3.39	.555			

\*p<.05

When Table 3 was analyzed, it was found that secondary school teachers' workplace friendship perceptions differed significantly according to their gender in friendship opportunity dimension [ $t_{(267)}=2.215$ ;  $p<.05$ ], whereas their workplace friendship perceptions did not show a significant difference according to their gender in friendship prevalence dimension [ $t_{(267)}=1.383$ ;  $p>.05$ ]. The mean scores of females ( $\bar{x}$ =3.97) in friendship opportunity dimension were found to be significantly higher than those of males ( $\bar{x}$ =3.80). Besides, it was also revealed that secondary school teachers' workplace friendship perceptions differed significantly according to their marital status in friendship opportunity dimension [ $t_{(267)}=2.273$ ;  $p<.05$ ], whereas their workplace friendship perceptions did not show a significant difference according to their marital status in friendship prevalence dimension [ $t_{(267)}=.436$ ;  $p>.05$ ]. The mean scores of single teachers ( $\bar{x}$ =4.12) in friendship opportunity dimension were found to be significantly higher than those of married teachers ( $\bar{x}$ =3.84).

Whether secondary school teachers' workplace friendship perception levels differed according to their educational status was analyzed by Mann-Whitney U test. The results of the analysis performed are given in Table 4.

**Table 4. The findings of Mann Whitney U test regarding whether secondary school teachers' workplace friendship perception levels differed according to their educational status**

Dimension	Variable	n	Mean Rank	Rank Sum	U	p	
Friendship Opportunity	Educational Status	Undergraduate	252	134.56	33909	2031	.719
		Postgraduate	17	141.53	2406		
Friendship Prevalence	Educational Status	Undergraduate	252	135.31	34097.5	2064.5	.802
		Postgraduate	17	130.44	2217.5		

p>.05

When Table 4 was analyzed, it was found that secondary school teachers' workplace friendship perceptions did not differ significantly according to their educational status in friendship opportunity dimension [U=2031; p>.05] and in friendship prevalence dimension [U=2064.5; p>.05].

Whether secondary school teachers' workplace friendship perception levels differed according to their age, branch, seniority at the same school and professional seniority was analyzed by One-Way ANOVA. The results of the analysis performed are given in Table 5.

**Table 5. The findings of One-Way ANOVA test regarding whether secondary school teachers' workplace friendship perception levels differed according to their age, branch, seniority at the same school and professional seniority.**

Dimension	Variable	n	$\bar{x}$	sd	df	F	p	
Friendship Opportunity	Age	35 years old and below	39	3.89	.632	4; 264	.450	.772
		36-40 years old	58	3.82	.613			
		41-45 years old	62	3.91	.738			
		46-50 years old	50	3.99	.604			
		51 years old and above	60	3.87	.687			
Friendship Prevalence	Age	35 years old and below	39	3.28	.530	4; 264	.836	.504
		36-40 years old	58	3.38	.558			
		41-45 years old	62	3.42	.507			
		46-50 years old	50	3.42	.491			
		51 years old and above	60	3.30	.469			
Friendship Opportunity	Branch	Verbal	153	3.92	.673	2; 266	1.690	.187
		Numeric	82	3.92	.597			
		Skills	34	3.70	.722			
Friendship Prevalence	Branch	Verbal	153	3.39	.505	2; 266	.333	.717
		Numeric	82	3.33	.521			
		Skills	34	3.34	.519			
Friendship Opportunity	Seniority at the Same School	5 years and below	105	3.87	.637	3; 265	.112	.953
		6-10 years	94	3.90	.651			
		11-15 years	36	3.87	.681			
		16 years and above	34	3.94	.746			
Friendship Prevalence	Seniority at the Same School	5 years and below	105	3.33	.514	3; 265	.469	.704
		6-10 years	94	3.40	.516			
		11-15 years	36	3.31	.535			
		16 years and above	34	3.40	.466			
Friendship Opportunity	Professional Seniority	10 years and below	38	3.91	.718	3; 265	2.378	.070
		11-20 years	99	3.85	.643			
		21-30 years	93	4.01	.620			
		31 years and above	39	3.70	.694			

<b>Friendship Prevalence</b>	10 years and below	38	3.34	.580	1.360	.255
	11-20 years	99	3.37	.519		
	21-30 years	93	3.42	.470		
	31 years and above	39	3.23	.503		

p>.05

When Table 5 was analyzed, it was found that secondary school teachers' workplace friendship perception levels did not differ significantly according to their age, branch, educational status, seniority at the same school and professional seniority (p>.05) both in friendship opportunity dimension and in friendship prevalence dimension.

### *The Findings Regarding the Teachers' Job Satisfaction Levels*

The findings regarding secondary school teachers' job satisfaction levels are given in Table 6.

**Table 6. The findings regarding secondary school teachers' job satisfaction levels**

Dimensions	$\bar{x}$	sd
Internal Satisfaction	3.96	.440
Overall Satisfaction	3.71	.465
External Satisfaction	3.34	.632

When Table 6 was examined, it could be seen that the teachers had internal satisfaction ( $\bar{x}$  =3.96) at most, which was followed by overall satisfaction ( $\bar{x}$  =3.71) and external satisfaction levels ( $\bar{x}$  =3.34).

### *The Findings Regarding Whether the Teachers' Job Satisfaction Perception Levels Differ According to Demographic Variables*

Whether secondary school teachers' job satisfaction perception levels differed according to their gender and marital status was analyzed by Independent Samples t-test. The results of the analysis performed are given in Table 7.

**Table 7. The findings of Independent Samples t-test regarding whether secondary school teachers' job satisfaction perception levels differed according to their gender and marital status**

Dimension	Variable	n	$\bar{x}$	sd	df	t	p	
<b>Internal Satisfaction</b>	Gender	Male	122	3.94	.428	267	.666	.506
		Female	147	3.98	.451			
<b>External Satisfaction</b>	Gender	Male	122	3.31	.622		.589	.556
		Female	147	3.36	.641			
<b>Internal Satisfaction</b>	Marital Status	Married	219	3.93	.445	267	2.580	.010*
		Single	50	4.10	.392			
<b>External Satisfaction</b>	Marital Status	Married	219	3.28	.636		3.327	.001*
		Single	50	3.61	.547			

\*p<.05

When Table 7 was analyzed, it was found that secondary school teachers' job satisfaction perceptions did not differ significantly according to their gender in internal satisfaction dimension [ $t_{(267)}=.666$ ; p>.05] and in external satisfaction dimension [ $t_{(267)}=.689$ ; p>.05]. However, it was also revealed that secondary school teachers' job satisfaction perceptions differed significantly according to their marital status in internal satisfaction dimension [ $t_{(267)}=2.580$ ; p<.05] and in external satisfaction dimension [ $t_{(267)}=3.327$ ; p<.05]. The mean scores of single teachers ( $\bar{x}$  =4.10) were found to be significantly higher than those of married teachers ( $\bar{x}$  =3.93) in internal satisfaction dimension,

and also the mean scores of single teachers ( $\bar{x}=3.61$ ) were found to be significantly higher than those of married teachers ( $\bar{x}=3.28$ ) in external satisfaction dimension.

Whether secondary school teachers' job satisfaction perception levels differed according to their educational status was analyzed by Mann-Whitney U test. The results of the analysis performed are given in Table 8.

**Table 8. The findings of Mann Whitney U test regarding whether secondary school teachers' job satisfaction perception levels differed according to their educational status**

Dimension	Variable	n	Mean Rank	Rank Sum	U	p	
Internal Satisfaction	Educational Status	Undergraduate	252	135.37	34112	2050	.766
		Postgraduate	17	129.59	2203		
External Satisfaction	Educational Status	Undergraduate	252	134.87	33987.5	2109.5	.916
		Postgraduate	17	136.91	2327.5		

p>.05

When Table 8 was analyzed, it was found that secondary school teachers' job satisfaction perceptions did not differ significantly according to their educational status in internal satisfaction dimension [U=2050; p>.05] and in external satisfaction dimension [U=2109.5; p>.05].

Whether secondary school teachers' job satisfaction perception levels differed according to their age, branch, seniority at the same school and professional seniority was analyzed by One-Way ANOVA. The results of the analysis performed are given in Table 9.

**Table 9. The findings of One-Way ANOVA test regarding whether secondary school teachers' job satisfaction perception levels differed according to their age, branch, seniority at the same school and professional seniority.**

Dimension	Variable	n	$\bar{x}$	sd	df	F	p	Dif.	
Internal Satisfaction	Age	1-35 years old and below	39	4.11	.362	4; 264	4.096	.003*	1/2-3 4/2-3
		2-36-40 years old	58	3.84	.463				
		3-41-45 years old	62	3.86	.437				
		4- 46-50 years old	50	4.08	.386				
		5-51 years old and above	60	3.97	.465				
External Satisfaction	Age	1-35 years old and below	39	3.67	.625	4; 264	6.637	.000*	1/2-3-5 4/2-3-5
		2-36-40 years old	58	3.15	.585				
		3-41-45 years old	62	3.27	.607				
		4- 46-50 years old	50	3.55	.547				
		5-51 years old and above	60	3.21	.661				
Internal Satisfaction	Branch	1-Verbal	153	3.98	.447	2; 266	.468	.627	
		2-Numeric	82	3.93	.438				
		3-Skills	34	3.92	.423				
External Satisfaction	Branch	1-Verbal	153	3.34	.633	2; 266	.224	.800	
		2-Numeric	82	3.37	.552				
		3-Skills	34	3.28	.805				
Internal Satisfaction	Seniority at the Same School	1-5 years and below	105	3.96	.447	3; 265	.333	.801	
		2-6-10 years	94	3.96	.435				
		3-11-15 years	36	3.90	.425				
		4-16 years and above	34	4.00	.461				
External Satisfaction	Seniority at the Same School	1-5 years and below	105	3.36	.650	3; 265	.886	.449	
		2-6-10 years	94	3.36	.557				
		3-11-15 years	36	3.18	.705				
		4-16 years and above	34	3.39	.694				

<b>Internal Satisfaction</b>	<b>Professional Seniority</b>	1-10 years and below	38	4.12	.380	6.333	.000*	1/2-4 3/2-4
		2-11-20 years	99	3.85	.421			
		3-21-30 years	93	4.06	.456			
		4-31 years and above	39	3.84	.420			
<b>External Satisfaction</b>	<b>Professional Seniority</b>	1-10 years and below	38	3.59	.670	3.321	.020*	1/2-4
		2-11-20 years	99	3.25	.572			
		3-21-30 years	93	3.39	.635			
		4-31 years and above	39	3.22	.677			

\*p<.05

When Table 9 was analyzed, it was found that secondary school teachers' job satisfaction perception levels did not differ significantly according to their branch and seniority at the same school ( $p>.05$ ) both in internal job satisfaction dimension and in external job satisfaction dimension. However, it was also found that the teachers' job satisfaction perception levels differed significantly according to their age in internal job satisfaction dimension [ $F_{(4-264)}=4.096$ ;  $p<.05$ ], and external job satisfaction dimension [ $F_{(4-264)}= 6.637$ ;  $p<.05$ ]. Multiple comparison test was performed in order to reveal which age group this difference stemmed from. It was revealed as a result of the analysis that internal satisfaction of those who were 35 years old and below ( $\bar{x}=4.11$ ;  $sd=.362$ ) was higher than internal satisfaction of those between 36-40 years old ( $\bar{x}=3.84$ ;  $sd=.463$ ) and those between 41-45 years old ( $\bar{x}=3.86$ ;  $sd=.437$ ). Besides, internal satisfaction of those between 46-50 years old ( $\bar{x}=4.08$ ;  $sd=.386$ ) was higher than internal satisfaction of those between 36-40 years old ( $\bar{x}=3.84$ ;  $sd=.463$ ) and those between 41-45 years old ( $\bar{x}=3.86$ ;  $sd=.437$ ). It was also revealed that external satisfaction of those who were 35 years old and below ( $\bar{x}=3.67$ ;  $sd=.622$ ) was higher than external satisfaction of those between 36-40 years old ( $\bar{x}=3.15$ ;  $sd=.585$ ), those between 41-45 years old ( $\bar{x}=3.27$ ;  $sd=.607$ ) and those who were 51 years old and above ( $\bar{x}=3.21$ ;  $sd=.661$ ). Besides, external satisfaction of those between 46-50 years old ( $\bar{x}=3.55$ ;  $sd=.547$ ) was higher than external satisfaction of those between 36-40 years old ( $\bar{x}=3.15$ ;  $sd=.585$ ), those between 41-45 years old ( $\bar{x}=3.27$ ;  $sd=.607$ ) and those who were 51 years old and above ( $\bar{x}=3.21$ ;  $sd=.661$ ). Furthermore, secondary school teachers' job satisfaction perception levels differed significantly according to professional seniority variable in internal job satisfaction dimension [ $F_{(3-265)}= 6.333$ ;  $p<.05$ ] and external job satisfaction dimension [ $F_{(3-265)}=3.321$ ;  $p<.05$ ]. It was found that internal satisfaction of the teachers with 5 years of seniority and below ( $\bar{x}=4.12$ ;  $sd=.380$ ) was higher than internal satisfaction of those between 6-10 years of seniority ( $\bar{x}=3.85$ ;  $sd=.421$ ) and those with 16 years of seniority and above ( $\bar{x}=3.84$ ;  $sd=.420$ ). In addition, it was also found that internal satisfaction of the teachers between 11-15 years of seniority ( $\bar{x}=4.06$ ;  $sd=.456$ ) was higher than internal satisfaction of those between 6-10 years of seniority ( $\bar{x}=3.85$ ;  $sd=.421$ ) and those with 16 years of seniority and above ( $\bar{x}=3.84$ ;  $sd=.420$ ). It was revealed that external satisfaction of the teachers with 5 years of seniority and below ( $\bar{x}=3.59$ ;  $sd=.670$ ) was higher than external satisfaction of those between 6-10 years of seniority ( $\bar{x}=3.25$ ;  $sd=.572$ ) and those with 16 years of seniority and above ( $\bar{x}=3.22$ ;  $sd=.677$ ).

### ***The Findings Regarding the Relationship between Workplace Friendship Perception and Job Satisfaction Levels***

In order to determine the correlation between secondary school teachers' workplace friendship perceptions and their job satisfaction levels, Pearson Product Moment Correlation Coefficient was used. The results of the analysis performed are given in Table 10.

**Table 10. The findings of Pearson Product Moment Correlation Coefficient regarding the correlation between secondary school teachers' workplace friendship perceptions and their job satisfaction levels.**

Variables*	FO	FP	OF	IS	ES	OS
FO	-					
FP	.499**	-				
OF	.900**	.827**	-			
IS	.388**	.278**	.392**	-		
ES	.379**	.227**	.360**	.619**	-	
OS	.427**	.281**	.418**	.904**	.895**	-

\***FO**: Friendship Opportunity; **FP**: Friendship Prevalence; **OF**: Overall Friendship; **IS**: Internal Satisfaction; **ES**: External Satisfaction; **OS**: Overall Satisfaction; p is significant at .01\*\* level.

When Table 10 was analyzed, it was found that secondary school teachers' friendship opportunity perception had moderate level, positive correlation with friendship prevalence perception ( $r=.50$ ;  $p<.01$ ), high level, positive correlation with overall friendship perception ( $r=.90$ ;  $p<.01$ ), and moderate level, positive correlation with internal satisfaction ( $r=.39$ ;  $p<.01$ ), external satisfaction ( $r=.38$ ;  $p<.01$ ) and overall satisfaction ( $r=.43$ ;  $p<.01$ ). It was also found that the teachers' friendship prevalence perception had high level, positive correlation with overall friendship perception ( $r=.83$ ;  $p<.01$ ), and low level, positive correlation with internal satisfaction ( $r=.28$ ;  $p<.01$ ), overall satisfaction ( $r=.28$ ;  $p<.01$ ) and external satisfaction ( $r=.23$ ;  $p<.01$ ). Furthermore, it was revealed that the teachers' overall friendship perceptions had moderate level, positive correlation with internal satisfaction ( $r=.39$ ;  $p<.01$ ), external satisfaction ( $r=.36$ ;  $p<.01$ ) and overall satisfaction ( $r=.42$ ;  $p<.01$ ), and that their internal satisfaction had moderate level, positive correlation with external satisfaction ( $r=.62$ ;  $p<.01$ ), high level, positive correlation with overall satisfaction ( $r=.90$ ;  $p<.01$ ), and their external satisfaction had high level, positive correlation with overall satisfaction ( $r=.90$ ;  $p<.01$ ).

The results of multiple regression analysis performed in order to determine whether the sub-dimensions of workplace friendship perceptions predicted secondary school teachers' internal satisfaction are given in Table 11.

**Table 11. The results of multiple regression analysis regarding the prediction of internal satisfaction**

Variables	B	Standard Error B	B	t	p	Zero-order r	Partial r
Constant	2.769	.181	-	15.292	.000	-	-
Friendship Opportunity	.222	.043	.333	5.132	.000	.388	.300
Friendship Prevalence	.096	.056	.111	1.719	.087	.278	.105
R=.400; R <sup>2</sup> =.160		F <sub>(2,266)</sub> =25.371; p=000					

When the relationship between internal satisfaction and the predictor variables in Table 11 was examined, it was seen that internal satisfaction had correlations with friendship opportunity ( $r=.39$ ;  $p<.01$ ), [when the effect of the other predictor variables was controlled ( $r=.30$ ;  $p<.01$ ), and friendship prevalence ( $r=.28$ ;  $p<.01$ ) [when the effect of the other predictor variables was controlled ( $r=.11$ );  $p>.05$ ]. It was found that the linear combination of all the sub-dimensions of workplace friendship significantly predicted internal satisfaction [ $R=.40$ ;  $R^2=.16$ ;  $F_{(2,266)} = 25.375$ ;  $p<.01$ ]. The independent variables explained 16% of the variance regarding internal satisfaction. When the results of the t-test regarding the significance of regression coefficients were examined, it was revealed that only friendship opportunity ( $\beta=.333$ ;  $t_{(268)} =5.132$ ;  $p<.01$ ) had a significant effect.

The results of multiple regression analysis performed in order to determine whether the sub-dimensions of workplace friendship perceptions predicted secondary school teachers' external satisfaction are given in Table 12.

**Table 12. The results of multiple regression analysis regarding the prediction of external satisfaction**

Variables	B	Standard Error B	B	t	p	Zero-order r	Partial r
Constant	1.811	.262	-	6.907	.000	-	-
Friendship Opportunity	.340	.063	.354	5.416	.000	.379	.315
Friendship Prevalence	.062	.081	.050	.761	.447	.227	.047
R=.382; R <sup>2</sup> =.146		F <sub>(2;266)</sub> = 22.657; p=000					

When the relationship between external satisfaction and the predictor variables in Table 12 was examined, it was seen that external satisfaction had correlations with friendship opportunity ( $r=.38$ ;  $p<.01$ ), [when the effect of the other predictor variables was controlled ( $r=.32$ ;  $p<.01$ ), and friendship prevalence ( $r=.23$ ;  $p<.01$ ) [when the effect of the other predictor variables was controlled ( $r=.05$ );  $p>.05$ ]. It was found that the linear combination of all the sub-dimensions of workplace friendship significantly predicted external satisfaction [ $R=.38$ ;  $R^2=.15$ ;  $F_{(2;266)} = 22.657$ ;  $p<.01$ ]. The independent variables explained 15% of the variance regarding external satisfaction. When the results of the t-test regarding the significance of regression coefficients were examined, it was revealed that only friendship opportunity ( $\beta=.354$ ;  $t_{(268)} = 5.416$ ;  $p<.01$ ) had a significant effect.

The results of multiple regression analysis performed in order to determine whether the sub-dimensions of workplace friendship perceptions predicted secondary school teachers' overall satisfaction are given in Table 13.

**Table 13. The results of multiple regression analysis regarding the prediction of overall satisfaction**

Variables	B	Standard Error B	B	t	p	Zero-order r	Partial r
Constant	2.386	.188	-	12.683	.000	-	-
Friendship Opportunity	.269	.045	.381	5.983	.000	.427	.344
Friendship Prevalence	.082	.058	.090	1.417	.158	.281	.087
R=.434, R <sup>2</sup> =.188		F <sub>(2;266)</sub> = 30.816; p=000					

When the relationship between overall satisfaction and the predictor variables in Table 13 was examined, it was seen that overall satisfaction had correlations with friendship opportunity ( $r=.43$ ;  $p<.01$ ), [when the effect of the other predictor variables was controlled ( $r=.34$ ;  $p<.01$ ), and friendship prevalence ( $r=.28$ ;  $p<.01$ ) [when the effect of the other predictor variables was controlled ( $r=.09$ );  $p>.05$ ]. It was found that the linear combination of all the sub-dimensions of workplace friendship significantly predicted overall satisfaction [ $R=.43$ ;  $R^2=.19$ ;  $F_{(2;266)} = 30.816$ ;  $p<.01$ ]. The independent variables explained 19% of the variance regarding overall satisfaction. When the results of the t-test regarding the significance of regression coefficients were examined, it was revealed that only friendship opportunity ( $\beta=.381$ ;  $t_{(268)} = 5.983$ ;  $p<.01$ ) had a significant effect.

## DISCUSSION, CONCLUSION AND SUGGESTIONS

In this research, it was aimed to reveal the relationship between secondary school teachers' workplace friendship perceptions and their job satisfaction levels. As a result of the research, it was determined that secondary school teachers had friendship opportunity perception and friendship prevalence perception, respectively. Friendship perceptions of the teachers were generally above the moderate level. The finding that friendship was above the moderate level can be the indicator of the fact that friendship is supported by both school administrators and groups determining educational policies in order to let teacher relationships be more social within schools which are socially open systems, and that opportunities are provided accordingly. Indeed, in the studies conducted by Kiral (2016a, 2016b) on teachers and by Mao, Chen and Hsieh (2009) in the sectors of medicine, education, public and banking using workplace friendship opportunity dimension, it was found that the results obtained were above the moderate level.

While secondary school teachers' workplace friendship perception did not show a significant difference in the friendship prevalence dimension according to gender variable, it was found that women's friendship opportunity perception was higher than that of men. Generally, women's friendship perceptions were close friendship, giving self-information, physical and affective satisfaction, emotional support, etc. On the other hand, it was the joint activities that attracted attention in men's relationships. Women's friendships were closer, more face-to-face, more oriented to being together and more socialist when compared to men. Men's friendships were more side by side, being directed by others and subservient (Rubin, 1985; Bell, 1981; as cited in Felmler, 1999). The fact that women's friendship perception was relatively higher than men in friendship opportunity dimension might have stemmed from these friendship perceptions mentioned. When the literature was examined, similar research findings were found as well as different ones. While Alparslan et al. (2015) did not find any significant differences according to gender in their study on teachers, Song (2006) found in their study on the full time employees in the ministries that men had a higher friendship opportunity perception than women. In the study by Kırıl (2016b), friendship perception was found to be higher in women when compared to men in both dimensions. While friendship opportunity perception showed a significant difference according to marital status of secondary school teachers, friendship prevalence perception did not show a significant difference. In friendship opportunity dimension, the mean score of single teachers was relatively higher than married ones. The reason why the mean score of single teachers in friendship opportunity dimension was higher can be that single people may have the chance to establish friendships with the opposite sex in the workplace more freely and away from the public pressure and misunderstandings as they are more dynamic and they have less responsibilities than married people. While it was revealed in the studies by Kırıl (2016a, 2016b) on teachers and by Yen, Chen and Yen (2009) on industrial employees that workplace friendship did not show a significant difference according to marital status, similar conclusions with this research were revealed in the research by Mao (2006) on various industrial employees.

Secondary school teachers' workplace friendship perception levels did not show a significant difference in friendship opportunity and friendship prevalence dimensions according to age variable. Similarly, in the studies by Kırıl (2016a) and Alparslan et al. (2015), no significant difference was found in both dimensions. However, in the researches by Yen et al. (2009) on medicine, education, public and banking employees, and by Özyer et al. (2013) on public and private sector bank employees, it was found that there was a significant difference according to age variable. In the study by Song (2006), it was found that the participants in different age groups showed differences in friendship opportunity dimension. It was revealed that older groups gave more positive responses than younger groups. The quality of friendship may also vary with the increasing age. Adult friendship may navigate based on common sense, honesty, cooperation. Secondary school teachers' friendship perception levels did not show a significant difference in friendship opportunity and friendship prevalence dimensions according to branch variable. Similarly, Kırıl (2016a) did not find a significant difference according to branch variable in his study on teachers, whereas Kırıl (2016b) found a significant difference in another study he conducted on teachers. This significant difference was attributed to the fact that classroom teachers spent more time at school and performed at a specific school while teachers of other branches could be assigned to various other schools as well.

Secondary school teachers' workplace friendship perceptions did not show a significant difference according to educational status variable. It can be said that educational status of teachers does not affect their workplace friendship perception levels. Similar findings were obtained in the studies by Kırıl (2016a, 2016b) on teachers and by Özyer et al. (2013) on bank employees, whereas significant differences were found in the studies by Yen et al. (2009) and Song (2006). In the study by Song (2006), it was found that the participants at different educational levels differed in friendship opportunity dimension. The individuals with postgraduate education and high school education had more positive responses than those with vocational school education and undergraduate education. Secondary school teachers' workplace friendship did not show a significant difference according to seniority at the same school variable. It can be said that seniority at the same school variable does not make a significant difference in the teachers' workplace friendship perception levels. Similar results were obtained in the studies by Alparslan et al. (2015) and Kırıl (2016a) on teachers. However, Kırıl (2016b) found that the teachers who worked at the same school for 2 years and less had higher

friendship opportunity perceptions than those who worked at the same school for 3 years and more. It was found that the seniority of secondary school teachers did not make a significant difference in workplace friendship perceptions. Similarly, in the studies by Alparslan et al. (2015) and Kırıl (2016a), no significant differences were found. In the study by Mao (2006), it was found that there was a relationship between high professional seniority and workplace friendship. The difference between the findings may stem from the sample studied upon.

Secondary teachers obtained internal satisfaction and external satisfaction, respectively. The teachers' internal, external and overall job satisfaction levels were at "I am satisfied" level, which was above the moderate level. The fact that teachers' monthly incomes are not adequate and therefore, they experience economic challenges, the deficiencies in the promotion system, that the reward and promotion systems are not performed in an objective and reliable way, and they lack continuance can be effective in low levels of external job satisfaction in the teachers (Diri and Kırıl, 2016). Similar results were obtained in the studies by Yılmaz and Kırıl (2014) and Diri and Kırıl (2016). Besides, in the studies by Demirel (2006) and Yavaş and Çelik (2012) on classroom teachers, and by Gergin (2006) on elementary school teachers, job satisfaction levels of the teachers were found to be at moderate level.

It was found that secondary school teachers' job satisfaction levels did not show a significant difference according to gender variable. Similarly, no significant differences were found in the studies by Leckie and Brett (1997), Yılmaz (2014) and Yılmaz and Kırıl (2014). However, there were significant differences in the studies conducted by Bishay (1996) and Polatkan and Kırıl (2017) on teachers, by Smerek and Peterson (2007) on university employees, and by Ekşi (2013) on lecturers. In the research by Bishay (1996), it was found that job satisfaction of women was lower than men, whereas in the research by Smerek and Peterson (2007), it was found that job satisfaction of women was higher than men. It was revealed in the research by Polatkan and Kırıl (2017) that external satisfaction of women was higher than that of men, while in the study of Ekşi (2013), internal satisfaction of women was higher than that of men. Secondary school teachers' job satisfaction levels did not show a significant difference according to branch variable in internal and external job satisfaction dimensions and in overall job satisfaction. In the studies conducted by Özcan (2013) and Ölçüm (2015) on teachers, no significant difference was found according to branch variable. However, in the study by Yılmaz and Kırıl (2014), it was found that internal and overall satisfaction of skills branch teachers was higher than that of numeric branch teachers. It was determined that educational status of secondary school teachers did not create a significant difference in their satisfaction levels. In the studies by Leckie and Brett (1997), Yılmaz (2012), Semercioğlu, Tengilimoğlu and Semercioğlu (2012), Ekşi (2013) and Diri and Kırıl (2016), no significant difference was found between educational status and internal, external and overall satisfaction. Nonetheless, in the study conducted by Özcan (2013) on the teachers in elementary schools, it was found that there was a significant difference between overall job satisfaction and educational status. As a result of paired comparisons, it was determined that the group that caused this difference was that of the teachers who had undergraduate education. As the individuals' educational status increase, there may be a change in their perspectives towards their professions and in their expectations from work in emotional and economic aspects. Indeed, only by increasing awareness, the impact of material stimuli can be decreased. The factors such as the climate of the workplace, communication in the workplace, commitment to the organization, and friendship can influence job satisfaction by becoming prominent. It was found that secondary school teachers' seniority at the same school did not create a significant difference in the teachers' job satisfaction levels. In the studies by Karababa (2012) on psychological counselors and by Yılmaz (2014) and Diri and Kırıl (2016) on teachers, it was revealed that there was not a significant difference between seniority and job satisfaction. Nevertheless, in the studies by Leckie and Brett (1997) on librarians and Ekşi (2013) on English lecturers, no significant difference was found. In the study by Ekşi (2013), it was determined that internal and overall satisfaction levels of those who had 11 years of seniority and above were higher than the satisfaction levels of those who had 1-5 years of seniority and 6-10 years of seniority.

Secondary school teachers' internal, external and overall job satisfaction levels showed a significant difference according to age variable. Internal, external and overall job satisfaction levels of

the teachers were found to be relatively higher in the teachers who were 35 years old and below, and in the teachers who were between 46-50 years old when compared to the other age groups. Young teachers may have acquired more satisfaction as they were more dynamic and as they thought that they had a lot to do regarding their profession and that they had time to accomplish them. Besides, job satisfaction of the teachers who have just begun the profession may be high due to the fact that they have more expectations regarding the profession (Dündar, 2011). In addition to this, the age range of 46-50, which is considered as the most productive age period for human beings, is considered to be the stage in which physically adequate energy is available and professional maturity is accomplished. This can explain the relatively higher value in this age group compared to the other two groups. The age group between 36-40 was found to have relatively lower mean scores when compared to the other groups. This age range is one of the periods in which the biggest contradictions, stresses, risks, costs and disappointments are experienced. When an individual sees that individual passions, desires and expectations are not achieved, (s)he can think that (s)he is knocked for six (Levinson, 1986, 1996; Arnett 2000; Shanahan, Porfeli, Mortimer and Erickson, 2005). As can be seen, it is known that this development stage in life is a painful period in which intense psychological emotions are experienced. Therefore, it can be deemed important to comprehend that teaching profession, which involves a long period that is hard to access for retirement and whose input, output and process steps are entirely related to human, and therefore is a challenging and delicate profession that is unable to tolerate mistakes, is a profession that will continue for many years. Internal, external and overall satisfaction were found to be lower in the teachers who were 51 years old and above when compared to the teachers who were 35 years old and below, between 41-45 years and between 46-50 years old. This may be due to the increasing age difference with students and thus, the generation gap between students and teachers, which is one of the occupational groups where burnout is most frequently experienced, and the gradual decrease in physical energy with age. Indeed, in the study conducted by Seferoğlu, Yıldız and Avcı Yücel (2014), it was found that professional burnout of teachers who were 51 years old and above was higher than the other groups. In the research by Abdullah, Uli and Parasuraman (2009), it was revealed that the teachers' internal, external and overall satisfaction levels increased with age. In the studies by Tezcan (2010), Yılmaz (2012), Semercioğlu, Tengilimoğlu and Semercioğlu (2012), and Ölçüm (2015), it was found that age did not create any difference in job satisfaction.

It was found that secondary school teachers' marital status created a significant difference in their satisfaction levels. Internal, external and overall satisfaction mean scores of single teachers were found to be higher than those of married teachers. This may be due to the fact that married teachers have more responsibility when compared to single teachers (because of such reasons as leading the family financially, social problems caused by losing the job, etc.). However, job satisfaction of single teachers may be increased due to the fact that they devote more time to professional activities and are closer to their professions. In the studies by Dündar (2011), Semercioğlu, Tengilimoğlu and Semercioğlu (2012) and Ekşi (2013), job satisfaction levels of married people were found to be higher than those of single ones. Nonetheless, in the study by Tezcan (2010), no significant difference was found between married and single people in their internal satisfaction levels though external job satisfaction levels of single people were found to be higher than those of married ones. Furthermore, in the studies by Karababa (2012) and Diri and Kırıl (2016), it was revealed that there was not a significant difference in internal, external and overall satisfaction levels.

Secondary school teachers' job satisfaction levels did not show a significant difference according to professional seniority variable in internal and external job satisfaction dimensions and overall job satisfaction. It was found that internal and overall satisfaction levels of those with 5 years of seniority and below and those who had 11-15 years of seniority were higher than those who had 6-10 years of seniority and those with 16 years of seniority and above. It was determined that external satisfaction levels of those who with 5 years of seniority and below were higher than those who had 6-10 years of seniority and those with 16 years of seniority and above. It was revealed that the teachers' external satisfaction mean scores were lower than their internal and overall satisfaction mean scores. The teachers' job satisfaction was on behalf of those with lower seniority in overall satisfaction and in the dimensions of satisfaction. The fact that those with lower seniority had higher satisfaction levels can be due to their desire to work more enthusiastically at the beginning of their professional lives.

Besides, as experience in the teaching profession increases, teachers may perform their work as a more automatic activity and experience less surprises, find their profession less attractive and therefore, all these may lead to a decrease in their job satisfaction levels over the years (Kaya, 2009). In the studies by Leckie and Brett (1997), Dolan and Gosselin (2000) Dündar (2011) and Ekşi (2013), it was found that there was a significant difference between job satisfaction and professional seniority. Dündar (2011) revealed that those who had 11-15 years of seniority and Ekşi (2013) revealed that those with 16 years of seniority and above had higher job satisfaction levels. In addition to this, in the studies revealing that there was a significant difference only in external and overall satisfaction levels, Tezcan (2010) found that those who had 1-5 years of seniority and Ölçüm (2015) found that those who had 16-20 years of seniority had higher job satisfaction levels. However, no significant differences were found in the studies by Karababa (2012), Yılmaz (2012) and Yılmaz and Kırıl (2014).

It was found that there was a positive, moderate level and significant relationship between secondary school teachers' friendship opportunity perception and their friendship prevalence perception; a positive, high level and significant relationship between their friendship opportunity perception and overall friendship; and a positive, moderate level and significant relationship between their friendship opportunity perception and internal, external, and overall job satisfaction. Besides, it was revealed that there was a positive, high level and significant relationship between secondary school teachers' friendship prevalence perception and their overall friendship perception; and a positive, low level and significant relationship between their friendship prevalence perception and internal, external and overall job satisfaction. In addition to this, it was determined that there was a positive, moderate level and significant relationship between secondary school teachers' overall friendship perception and internal, external and overall job satisfaction. It was also found that there was a positive, moderate level and significant relationship between internal satisfaction and external satisfaction; a positive, high level and significant relationship between internal satisfaction and overall satisfaction; and a positive, high level and significant relationship between external satisfaction and overall satisfaction. The fact that opportunities for friendship are most likely regarded as the things provided by the organization can lead to a positive relationship between perceived friendship opportunity and job satisfaction (Morrison, 2008). When individuals are given the opportunity to get to know the people they work with, communicate with them, make sincere conversations and establish close friendships, they can be said to be more successful, respectful, tolerant, helpful individuals who are able to apply the decisions they make and trust the decisions of their managers. This shows how important it is to provide teachers, who are the most important component of education, the settings in which they can establish and develop friendships, and socialize in educational organizations. In the studies by Richer, Blanchard and Vallerand (2002), it was found that there was a positive and significant relationship between close friendship and job satisfaction in the workplace. In addition to this, in the studies by Hackman and Lawler (1971), Morrison (2005), Amjad et al. (2015), it was revealed that there was a positive and statistically significant relationship between friendship opportunity and overall job satisfaction. Furthermore, Nielsen et al. (2000) determined in their research that there was a positive and significant relationship between friendship opportunity and job satisfaction, and friendship prevalence and job satisfaction. In the study by Balaban and Özsoy (2016), it was found that there was a high level and significant relationship between job satisfaction and friendship opportunity but a moderate level and significant relationship between job satisfaction and friendship prevalence. In their research, Özsoy and Aras (2011) found that there was a moderate level and significant relationship between job satisfaction and workplace friendship, and a high level and significant relationship in the friendship prevalence dimension. In the research by Markiewicz, Devine and Kausilas (2000), it was revealed that there was a significant relationship between the quality of friendship and employee satisfaction. They found that the quality of friendship with men tended to predict job satisfaction better.

It was determined that all the dimensions of workplace friendship significantly affected internal satisfaction. It was found that 16% of the variation regarding internal satisfaction was explained by workplace friendship. However, it was found that friendship opportunity had a significant effect but friendship prevalence had no significant effect on internal satisfaction. Providing friendship opportunities for people can lead them to increase their reputability among their friends, guide and help their friends more comfortably about what they need to do, be appreciated among their

friends more, feel the enthusiasm for success more and therefore, increase their self-confidence and become happier individuals. In the study by Morrison (2008), it was found that workplace friendship had a significant effect on internal satisfaction. Furthermore, Winstead, Derlega, Montgomery and Pilkington (1995) found in their study that workplace friendship significantly affected job satisfaction.

It was determined that all the dimensions of workplace friendship significantly affected external satisfaction. It was found that 15% of the variation regarding external satisfaction was explained by workplace friendship. However, it was found that friendship opportunity had a significant effect but friendship prevalence had no significant effect on external satisfaction. When people attain friendship opportunity in the workplace, they can act in unity and get better rights regarding such issues as wages, promotion, job security and working conditions. In addition to this, having better relationships among the colleagues in the workplace is one of the indicators of external satisfaction. Therefore, it is extremely important to provide opportunities for friendships in the workplace. In the study by Morrison (2008), it was found that workplace friendship had a positive effect on external satisfaction. Besides, in the study by Amjad et al., it was found that workplace friendship highly affected the teachers' job satisfaction, contextual performance and task performance.

It was determined that all the dimensions of workplace friendship significantly affected overall satisfaction. It was found that 19% of the variation regarding overall satisfaction was explained by workplace friendship. It was found that friendship opportunity had a significant effect but friendship prevalence had no significant effect on overall satisfaction. People who perceive friendship opportunity in the workplace can be concerned about their work more (Riordan and Griffeth, 1995). This can give them the opportunity to learn more about their work. All these can lead employees to commit more to their workplace and establish friendship bonds in the workplace. Indeed, being a part of a group, the quality of their work and the desire to be successful may have affected their job satisfaction to increase. Teachers need to be in cooperation and consensus, emotionally healthy and highly motivated. In order to achieve these, friendships are vital because directing young people to certain goals, making them gain work discipline and equipping them with social skills can only be possible by having certain shares and communication. Therefore, providing friendship opportunities to teachers at schools can affect their job satisfaction and let them be more productive, successful, self-confident and conscientious individuals who have a voice in administration. In their studies, Winstead et al. (1995) and Amjad et al. (2015) found that workplace friendship positively affected job satisfaction. In the study by Riordan and Griffeth (1995), it was found that workplace friendship opportunity perception positively and highly affected job satisfaction. In the studies by Morrison (2005), Özsoy and Aras (2011) and Balaban and Özsoy (2016), it was revealed that friendship opportunity significantly affected job satisfaction but friendship prevalence did not significantly affect job satisfaction.

Regarding these results obtained, the following suggestions can be developed. The teachers' workplace friendship perception was found to be low in the "friendship prevalence" dimension. In this regard, school administrators should create an atmosphere of trust within schools and make teachers feel safe. Besides, teachers with various characteristics, interests, and skills in common can be encouraged to work together in the same working teams within the school. Activities can also be organized for teachers to socialize outside the school. Physical facilities of the places such as the teachers' room and canteen can be made more convenient and the necessary environment can be provided for teachers to socialize and establish friendships easily. In friendship opportunity dimension, the perception of male teachers was found to be lower than that of women. If school administrators create a timetable that will ensure that male teachers with common characteristics and interests perform hall monitoring on the same day as much as possible and that they will be able to come together in their free time at school, the development and deepening of friendship can be achieved much more easily. Married teachers' workplace friendship perception was found to be lower in the friendship opportunity dimension. This can stem from an avoidance that may occur in married teachers with the belief that moral values of the society and social pressure can lead to misunderstandings especially in the opposite sex. By means of various social organizations to be conducted by the school administration, the spouses of married couples can be introduced to work settings. This may reduce negative pressures on married teachers and increase workplace friendship.

In order to eliminate the relatively low level of external satisfaction compared to internal and overall satisfaction, more teacher participation to administrative activities can be provided. By appreciating the teachers' positive contributions to their workplace, they can be encouraged and transformed into more enthusiastic employees. Using union rights to protect and improve such personal rights as wage and promotion can be encouraged by the administrators. Teachers' dissatisfaction can be expressed by school administrators and union representatives at the meetings with the superiors and at the Education Councils. The reasons why job satisfaction levels of the teachers who were between 36-40 years old and between 41-45 years old was low can be determined by the school administrator through mutual interviews with teachers and school union representatives, and the necessary measures to be taken within the school based on the results of the interviews can be specified. The School Development Management Team to be established within the school can be asked to identify the weaknesses, strengths, opportunities and threats for the school in order to increase job satisfaction. The issues that cannot be solved can be transferred to the superiors so as to be able to come up with solutions. The reasons why job satisfaction levels of the teachers who had 6-10 years of seniority and who had 16 years of seniority and above was low can be identified by conducting interviews or applying satisfaction questionnaires by school administrators, and necessary administrative and humanistic measures can be taken in order to eliminate them. This research can be conducted in the secondary schools of different countries, together with the researchers in these countries, as a cross-cultural collaborative study. Teachers' workplace friendship perceptions can be evaluated through qualitative research design.

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